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Training Farm Workers

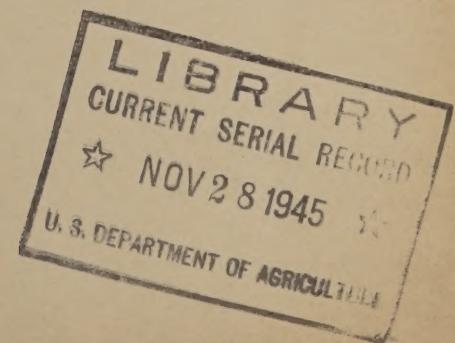
FOR THE WORKER -

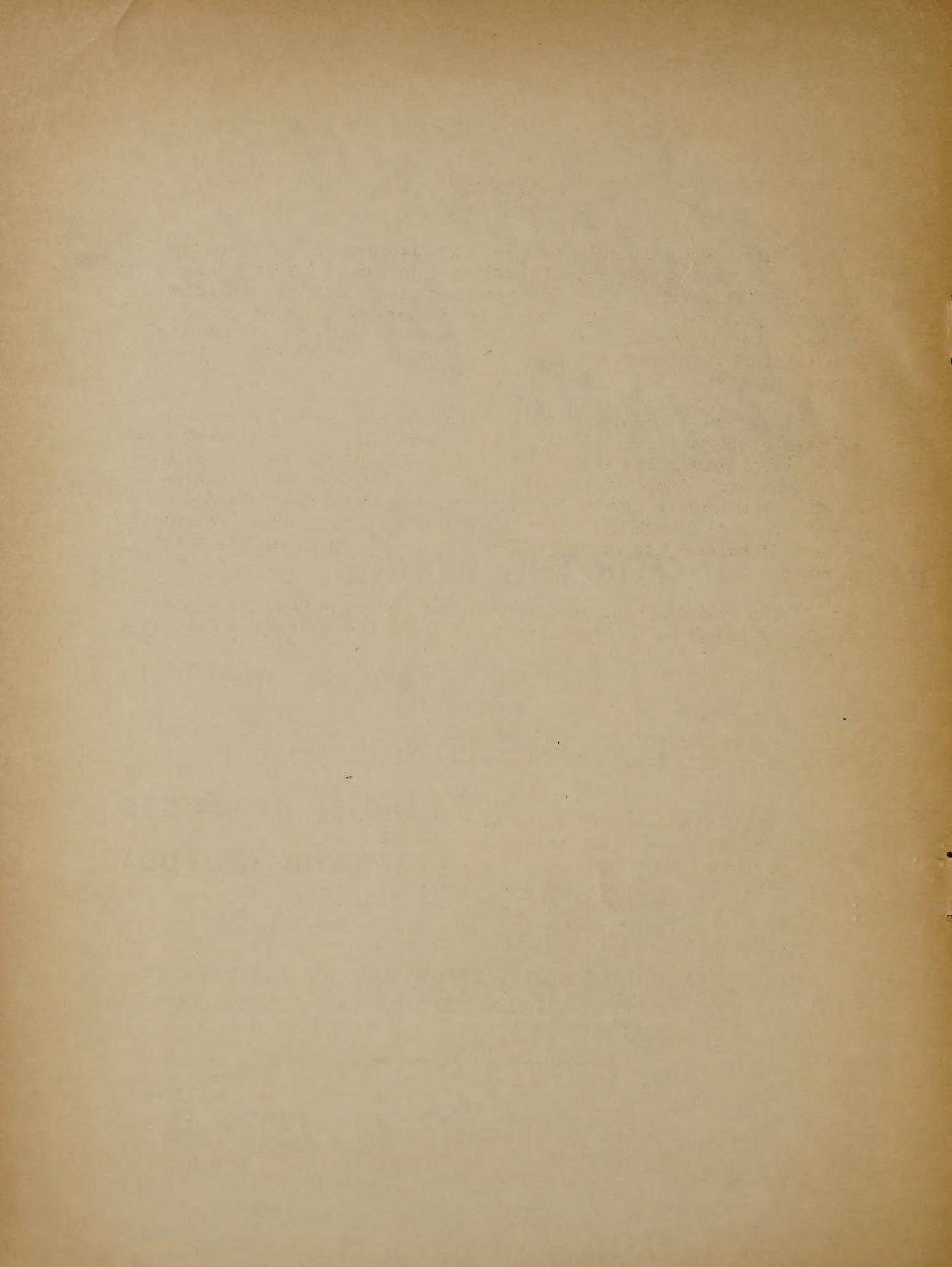
higher earnings
easier methods

FOR THE FARMER -

better products
greater output

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE FARM LABOR CIRCULAR NO. 30
AUGUST 1945





FOREWORD

Maintaining the efficiency of farm labor during the wartime scarcity of experienced help necessitated increased emphasis on training. Farmers, farm foremen, and extension personnel were faced with the problems of breaking in green workers quickly; of preventing injuries to people and damage to equipment and product; of improving the skill of both crews and individuals so that jobs could be done on time.

Much was learned from this experience about training methods and their adaptation to specific situations. All this information has been useful during the emergency. Most of it will be helpful in the future as agriculture strives for greater efficiency in the postwar world. The more we improve and mechanize the routine of the farm and home, the more new things old workers will have to learn. Training jobs will multiply as we discover better ways to plow and plant and harvest.

The training methods and materials that have been found most useful in the field are summarized in the following pages.

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TRAINING FARM WORKERS 1/

The skill of a worker and his enthusiasm for his job are vital factors in farm production. No matter how carefully the farmer selects equipment and plans the work, output will be disappointing unless the worker understands the job and both he and the farmer do their full part. That disappointment may be in quantity of work done; the 2-horse, 1-row cultivator plows only 4 acres of corn a day, instead of the expected 6 or 8. It may be in the quality of work; too few weeds and too much corn covered up. Or part of the equipment may be damaged; a shovel lost, a tongue broken, or a leg of one of the horses bruised. Good work is the product of good workmen.

THE WORKER--AS THE FARMER SEES HIM

Interest in good workmen has increased during wartime. Farmers look eagerly for the man who turns in a good day's work and in addition notices (and fixes) the weak spot in the fence. The man who tops out the haystack before coming in to a delayed supper; who does not forget to oil the bearings on the mower; who takes his share of midnight watches when the sows are farrowing; who brags about "our farm" among the neighbors.

Farmers also are looking for the seasonal harvest hand who learns a new task quickly; who adjusts himself to the situation on each farm; who takes pride in the quality of his work, the apples he has handled without bruising, the uniformity of the tomatoes he has picked.

In short, a farmer wants a man who will take almost as great an interest in the output and income of the farm as he, the owner, does himself.

THE FARMER--AS THE WORKER SEES HIM

The kind of workman that a farmer wants does not just happen--he is made. He was a real man to start with, but much of his skill and attitude must be credited to his boss; a boss who tried to develop that kind of help; who recognized the worker as an individual with hopes and needs and personal feelings; a boss who set out to learn and satisfy the worker's wants. Farm workers judge and classify their employers just as freely as farmers do their help. Here is a worker talking frankly to his boss.

"If I, your new worker, do a poor job the chances are you did a poor job in training me. If, on the other hand, I fit in satisfactorily and the quality and quantity of my work improves, take

credit to yourself. Your effective training had much to do with this happy ending.

"Let us start at the beginning. Your farm means everything to you. It is just another piece of land to me. Those peaches ripening on the trees mean a payment on your mortgage. That weathered hay means poor cow feed, less milk, and smaller income to you. Both peaches and hay are just hard work to me.

"That puts it rather bluntly, I suppose, but it describes my point of view when I come on your farm. Capturing my attention, winning my interest in you and yours, showing how your success is also mine is your first task if I am to be the kind of worker you hope I will be.

"I remember one man for whom I worked. Help was plentiful and he used the policy of hire and fire. Those of us who worked the hardest could keep our job--until he found someone who he thought would work still harder. I begrudged every effort that I made for him. My day's work was a contest between the boss and me. He strove to make me earn more than he paid me. I schemed to give him less than I received. I never liked that place and grabbed the first chance to leave.

"My next boss was a different sort. He wanted good work and lots of it, just like the other farmer, but he made me want it, too. We got acquainted in a friendly sort of way and he found out what I could do best. Then he showed me some short cuts, some easier, quicker ways to do the old familiar tasks. He took time enough to be sure I understood and really learned. When I did more work he paid me more. He got what he wanted, more and better work, and he saw to it that I got my wants also.

"I like to be trained and bossed by experts. I like to be a sort of partner on a well-managed farm. I like to be a worker of whom both the boss and I are proud. My good work is a credit to us both."

TRAINING SITUATIONS

Some 4 or 5 million men, women, and youth from farm and city, from all sections and States, from Mexico, Canada, and the West Indies hire out on farms in the United States every year. Over two-thirds of these people are seasonal workers only, doing special planting and harvesting jobs. Many are experienced, but are asked to do new jobs each year, or to fit into new situations. A large number of them are working on the farm for the first time.

Training these assorted and constantly changing millions of farm workers so that they satisfy the farmers who want more and better

work is a major task. Doing it so that the workers take an interest in their jobs and feel adequately repaid is part of the same problem. Training has to be successful if efficient farm production is to be maintained.

Adapting the amount and kind of training to the workers and their situation is of first importance. Some workers from urban sources benefit from preliminary courses that help prepare them for living and working on a farm. Others need training in specific jobs. Still others, already familiar with a job, benefit from instructions that improve their efficiency. Some workers live in camps and are given instruction as a part of the camp program. Other groups work under supervision and can be reached best through their leaders. Many live with the farm family. Training has to be fitted to these various conditions.

Preparatory training.--Preliminary training schools, ranging from an occasional Saturday session to a 2- or 3-week short course, have been used to prepare city people for work on farms. This work is designed to prepare folks for the shift to life in the country and to provide specific training for selected farm jobs. These courses are conducted at schools, colleges, or camps, and on selected farms. Instructors are usually teachers, extension personnel, farmers, and an occasional specialist from industry.

The boys, girls, and women, the principal enrollees at these training schools, attend in order to learn something new. They want to be able to go out and do something that neither they nor their friends have done before. This makes it important that these sessions be well organized and equipped. Practice in handling actual crops, machinery, and livestock is essential if interest is to be maintained.

Successful training has been given in handling horses, milking, harvesting, and the operation and even repair of machinery. Farm women and boys who planned to drive tractors for the first time have requested special short courses on this one job and have profited from them.

A byproduct of this preparatory training has been to sort the city folk who are really interested in farm work from those who only think they are. When properly organized and used, these sessions could be a yearly source of summer workers.

Several States add a caution about the use of preliminary training schools. They can fail miserably if they are too vague or casual, or unless there is a real job waiting for those who attend.

Training on the job.--Most training is given after the worker moves out to the job. The supervisor's first task is to become acquainted with his man or crew, find out what they know about the

job and then fit his instruction to the situation. Training methods have varied widely according to the State, job, and background of the workers. Those who work out from camps can be handled differently from "day-hauls" or "live-ins."

Camps.--Workers who live in camps are often given some preparatory training. City people recruited to pick cherries, Kentuckians transported to Maine to pick up potatoes, Mexican nationals in Idaho to thin beets, prisoners of war--all these do better after receiving some information about the section in which they are working and some facts about the crop and job they are to handle. Movies, slides, illustrated reference booklets, posters, and exhibits have been used to arouse interest in the job and explain the steps by which it is done. Language barriers in the case of Mexican nationals and German prisoners have been overcome by means of translations and the use of interpreters. Several States have used a two-language word or phrase booklet successfully.

Some jobs, such as transplanting, can be demonstrated and practiced in camp. Most jobs, however, require training in the field. All States have found that the preliminary training of selected work leaders shortens the break-in period for the crew.

New workers have responded well to careful training. It increases their earnings and often makes the job easier. Nothing has wrecked the spirit of a crew, especially of youth, like fumbling with a job that they could not do correctly.

Professional migratory workers accept training slowly. They feel that they are specialists already. All they ask is a reasonable camp and a well-organized farm set-up so that their piece-rate earnings will be high. These workers, however, have a financial interest in the amount of work done, and some are faster than others. Work leaders who have studied the methods of these better workers, or could add some short cuts of their own, have found these people receptive to suggestions either in camp or on the job. Some of these workers do incomplete jobs, leaving the hard-to-get apples, grapes, or cotton. Supervisors have worked behind these people for a while, picking the remaining products and adding them to the worker's piece-rate total. That method is usually more effective than a "bawling out."

Prisoners of war expect training. They have responded to suggestions that helped them complete their daily task more easily or quickly. Work leaders have often given some preliminary training and then followed up by coaching individuals in the field. The Jamaicans and Bahamians, who speak and read English, respond to training also and are interested in better work and higher earnings. Differences in customs, food, and work habits have required attention whether the workers live in camps or in small groups on the farm. Information on rationing and the purchase and preparation of American foods has been provided by some States.

Day-hauls.--Local groups of men, women, and youth who go out from town to help in an emergency, or to work each day all summer, contain both experienced and inexperienced workers. Some have profited from preliminary training, but others are familiar with the jobs already. Except in specially organized groups of women or youth, preliminary training has rarely been given.

Day-hauls come out with a desire to help and to make some extra money. Poor organization or inadequate training defeats both those wants. The result is less work, damaged crops, and fewer people on the job next day. Training for this group is in the hands of work leaders, and the training job has to be effective and rather short. Training of work leaders is the most successful way to handle day-hauls.

Live-ins.--The farmer is the work leader for live-ins, as he often is with day-hauls and those who live in camps. His ability to train a new worker on a multitude of unfamiliar jobs and keep him happy and contented determines the success of this type of labor.

The daily training of a man, woman, or youth in the succession of farm jobs has become a tiresome process in many instances. Fore-thought and patience are essential. Not everyone is equipped with a continuous supply of either. Consideration of this training job on a community basis has helped to increase the usefulness of these farm workers in many localities. Job break-downs, training guides, and balancing the viewpoint of the worker against that of the employer has been the basis of these preliminary farmer discussions.

The training of wartime labor as focused attention on the key position occupied by the work leader. The amount and quality of the work done and the attitude and earnings of the worker depend greatly on the ability of the field foreman. Some of these leaders are hired specialists, but the great majority of them are farmer operators who direct not only emergency help but also the large number of regularly employed hired men. Although the emphasis during the war period was on making a short labor supply go farther, training as a means of improving the welfare of farmers and workers has significance for the long pull.

TRAINING METHODS

Methods of training farm workers on specific jobs follow a fairly uniform pattern. Although they were shifted and adapted to meet the needs of various groups and situations, the essential routine in all cases is much the same.

Deciding the way a job should be done is the first and most important step in getting ready to train. Obvious as this appears, many farmers, work leaders, and extension personnel confuse a crew and ruin a training session by demonstrating alternative ways to beginners.

Breaking down a job beforehand so that the successive steps can be shown clearly and distinctly without omitting any of them is the next essential. Included with those steps must be the knacks or tricks or bits of manipulation that make the job easier, faster, and safer. Making effective job break-downs has proved to be less simple than it sounds. Familiar tasks like setting a fence post, picking apples, or ironing a shirt have many essential parts that the beginner must be told about and that the trainer is apt to overlook. Printed break-downs of many common jobs have been distributed and used successfully to help work leaders improve their training methods. Subject-matter specialists have given outstanding service here.

Developing the right attitude in the worker, being sure that he really understands and finally can do the job correctly follows a set routine that labor assistants and others use with increasing success. Practice in this routine of training has proved valuable to all those connected with this part of the labor program.

Regular extension personnel who have been assigned to this training work have discovered that the routine of correct instruction applies also to ordinary demonstrations, talks, farm visits, radio pieces, and written articles. Training a girl to pick beans follows much the same procedure that is used in interesting the owner of the beans in improved methods of selecting seed, or fertilizing, or marketing. In fact, one of the best ways to help farmers and special work leaders train new workers is to set them a good example in all kinds of extension work.

To improve their teaching methods many extension workers have taken one or more of the three so-called "J" courses. These courses contain nothing that is really new, but they put the essentials together in a way that makes them easy to remember and use. Here is a closer look at each of them.

Job instruction training--how to teach a person to do a job.--Did you ever hear an employer say, "I didn't know anyone could be so dumb. He does it wrong even after I have shown him the right way." Or "No!! No!! No!!! Didn't I tell you not to do it that way?" Training people to do their jobs correctly, quickly, and safely is a major task, whether they are school children who come out to save the bean crop, or cotton-picking Texans who arrive in Michigan to thin beets, or ever-helpful mother who agrees to drive the tractor in the hayfield. There is a simple routine for doing that training job, provided one learns it and uses it. And that same routine applies to presenting a demonstration to a group, or teaching your own children how to do the chores around home. Job instruction training condenses that training routine so that it is easy to remember.

Job methods training--how to improve the way to do a job.--When there is more work to do than help to do it we look for shorter, easier ways. A saving of only 5 minutes a day equals 3 days a year and cutting

half a mile of daily travel in doing chores saves 182 miles a year. Some farmers have saved much more than this by breaking down their daily tasks into steps and questioning every detail. Why is it necessary? When should it be done? Who should do it? What is the best way? Job methods training gives each person a method for examining and improving his own job. It makes him more receptive to improvements developed by others. A new method will be accepted more quickly if it has been simplified to make it easier and more productive.

Job relations training--how to work with people on the job--
Personal relations in a working crew or in a family are as touchy as they are important. Why are some folks dissatisfied? Why do some always cause trouble? What are the seeds that sprout good will, good work, and cooperation? Designed especially for supervisors, job relations training contains an organized examination of personal relations that is applicable to extension workers, farmers, teachers, and parents.

Training in these basic courses of "work improvement" has been given in three different forms, depending on the need. A short appreciation session gives a knowledge of the method; a 10-hour course gives a chance to practice and prepares a person to use the method; an institute trains one to be an instructor in the method. Each has its purpose, depending on whether you want to know about it, learn to use it, or teach it to someone else. Adapted from the "Training Within Industry" program, these courses are designed for people who must get their training on the job.

The experience of the last few years indicates a developing interest among farmers in an exchange of ideas on work methods, training, and supervision. Where specific labor problems exist, community meetings have been successful. Discussion conferences on handling labor will work best in areas where growers need considerable seasonal labor for special commodities. Adaptations of the "J" course demonstrations make effective openings for these meetings if well done. They should not be attempted unless well-rehearsed and properly presented.

Ten-hour practice sessions on JIT with farmers or farm foremen have been tried successfully where the handling of seasonal labor is a definite problem. JMT, the hunt for shorter, easier, cheaper, safer ways to do a job, can be made into an afternoon meeting during a slack season. Local application and a bit of showmanship are essential, for the first step in good instruction is to get the listener interested.

TRAINING MATERIALS

Preparing training materials that farmers and work leaders can use in teaching their workers new jobs has been another way in which extension people have helped the farm labor situation. Effective training aids are not easy to make, as some of the State comments and suggestions indicate.

"Seeing is believing" and "doing is understanding." There are exceptions to those rules, but they make the basis for planning and assembling training aids. The tools, materials, and situations belonging to the job are the best training equipment available. A worker has not really learned until he does the job himself.

Aids to training, such as slides, movies, drawings, publications, posters, and exhibits help interest the worker in the job, give him a preview of it, and provide reference material. When well-selected and effectively presented, they make final training on the job much simpler.

Training aids that have proved most useful include the following:

Job break-down sheets.--Breaking a job into its successive steps and key points, eliminating unnecessary detail, but including everything that is needed, is essential for effective training. Alternative methods, forgotten steps, and vagueness confuse the learner. You cannot teach a man what you do not know yourself. Making a break-down of a job has improved the maker's ability to teach that job to others. Well-made break-downs have been reproduced and used as a basis of instruction by farmers, work leaders, or others.

Slides and slide films.--Selected pictures of the important steps in doing a job are used effectively to show the learner what he must look for when he sees the actual job. Slides have been shown both before and after movies or actual demonstrations. Well-posed colored pictures were most effective.

Training films.--A movie may be merely an "interest getter" to describe the job and show the worker the importance of it and its place in the whole picture. A real training film shows the job as the worker sees it, and follows a good job break-down step by step and key point by key point. These are more helpful just before the worker sees the actual job. Many existing films are attempted combinations of these two kinds. They show the importance of the task, but often lack the planning and the footage necessary to demonstrate the job in detail. Those films are useful in preparatory training, but the trainer must not lean too heavily on them.

Instruction folders.--These are brief, well-illustrated descriptions of the important steps in doing a job. They summarize the things that the worker has been told and shown and must remember. Workers rarely learn from printed matter. These folders are for reference only. Pocket-size editions in big print are most popular.

Posters.--Posters provide another means for repeating the things that workers have been taught previously. Their effectiveness depends on their clearness and ever-present insistence. Some basic work habits that apply to many jobs can be hammered home through posters. For

example, in almost all hand-harvested crops efficient work depends on (1) using both hands, (2) keeping hands close together, (3) filling both hands before moving them to the container, and (4) keeping the container handy. Such principles can be reemphasized through posters. Posters rarely teach. They just repeat.

Exhibits.--A training exhibit is a poster "in the flesh." Some exhibits are really miniatures that provide a worker an opportunity to practice.

REFERENCE PUBLICATIONS

The following is a partial list of publications received from the State extension services or prepared by the Federal office. Sample copies are obtainable from States issuing them.

Training Leaflets

Job Instruction Classified
by Commodities

APPLES

California - Apple Thinner's Thots. Farm Labor Bul. No. 2.
Apple Pruner's Pointers. Farm Labor Bul. No. 3.
How to Pick Apples. Emergency Farm Labor Leaflet
No. 5; Spanish translation No. 5M.

Vermont - Pick Apples Carefully - Handle Them Like Eggs.
Unnumbered pub.

Washington - Apple Picking Suggestions. Ext. Cir. 67.
Suggestions to Apple Thinner. Unnumbered pub.

APRICOTS

California - Apricot Pittor's Pointers. Farm Labor Bul. No. 4.
How to Prune Apricot Trees. Emergency Farm Labor
Leaflet No. 8.
How to Cut and Spread Apricots. Emergency Farm Labor
Leaflet No. 12.

ASPARAGUS

Iowa - How You Can Harvest Asparagus for Canning. Ext.
Pamphlet 103.

BEANS

Delaware - Bean Picking Suggestions. Training Sheet No. 1.

Colorado - Instructions for Snapping Beans. Ext. Cir. 137-A;
Spanish and German translations.

New York - Picking Beans, Ext. Bul. 677.

BERRIES

Utah - Suggestions for Raspberry Pickers. Unnumbered pub.

Washington - Suggestions to Raspberry Pickers. Ext. Cir. 77.
Suggestions to Strawberry Pickers. Unnumbered pub.

CHERRIES

Colorado - Check List for Cherry Pickers. Expt. Sta. Misc. Ser.
Paper No. 243.

CHERRIES (Continued)

Ohio - How to Pick Cherries. Ext. Serv. Spec. Cir.

Washington - Suggestions to Cherry Pickers. Unnumbered pub.

Wisconsin - How to Pick More Cherries. Unnumbered pub.

CORN

Iowa - How You Can Detassel Corn. Ext. Pamphlet 90.

Illinois - Snap Sweet Corn Easier and Faster. Spanish and German translations. Unnumbered pub.

COTTON

California - How to Pick Cotton. Emergency Farm Labor Leaflet No. 6; Spanish translation No. 6M; German translation No. 6G.

DAIRY

Minnesota - Faster Milking. Ext. Folder 119.

Wisconsin - Better Milking Saves Time. Unnumbered pub.

FRUIT (General)

California - How to Handle A Fruit Ladder. Emergency Farm Labor Leaflet No. 2.

Delaware - Suggestions to Fruit Pickers. Training Sheet No. 2.

GRAPES

California - How to Pick Raisin Grapes. Emergency Farm Labor Leaflet No. 3.

LEMONS

California - How to Pick Lemons. Emergency Farm Labor Leaflet No. 10; Spanish translation No. 10M; German translation No. 10G.

ONIONS

Colorado - Job Instruction on Wedding Onions. Ext. Cir. 134-A; Spanish translation.

ORANGES

California - How to Pick Oranges. Emergency Farm Labor Leaflet No. 9; Spanish translation No. 9M; German translation No. 9G.

PEACHES

California - How to Pick Canning Peaches. Emergency Farm Labor Leaflet No. 1.

How to Thin Peaches. Emergency Farm Labor Leaflet No. 11; Spanish translation No. 11M; German translation No. 11G.

Washington - Suggestions to Peach Pickers. Ext. Cir. 66.

PEARS

California - How to Cut and Spread Pears for Drying. Emergency Farm Labor Leaflet No. 13.
How to Pack Pears. Emergency Farm Labor Leaflet No. 14.

POTATOES

Arizona - Picking More Potatoes Per Man. Farm Labor Folder No. 1; German translation. Ext. Bul. 133-A.
Colorado - Check List for Potato Pickers. Expt. Sta. Misc. Ser. Paper No. 247; Spanish translation.
How to Pick More Potatoes. Press Bul. 98.
New York - Suggestions on How to Pick up Potatoes. Ext. Bul. 656.

SUGAR BEETS

California - How to Top and Load Sugar Beets. Emergency Farm Labor Leaflet No. 7; German translation No. 7G.
Colorado - Instructions on Spacing and Thinning Sugar Beets. Ext. Cir. 133-A.
Michigan - How to Block and Thin Sugar Beets. Ext. Folder F-82; Spanish and German translations.
Utah - Suggestions for Thinning and Blocking Sugar Beets. Cards in English with Spanish and German translations on back. Unnumbered pub.

TOBACCO

Kentucky - Pulling Tobacco Plants. Ext. Leaflet 73.
How to Save Time in Pulling Tobacco Plants. Ext. Leaflet 90.
Machine Setting of Burley Tobacco. Ext. Leaflet 75.
Hand Setting With Less Work. W.S. 6.
How to Save Time in Priming Burley Tobacco. Ext. Leaflet 92.
Cutting and Spearing Burley Tobacco. Ext. Leaflet 76.
Cutting and Housing Burley Tobacco. Ext. Leaflet 79.
Taking Down, Bulking, Stripping, and Pressing Burley Tobacco. Ext. Leaflet 86.
Stripping Burley Tobacco. Ext. Leaflet 84.

TOMATOES

California - How to Pick Canning Tomatoes. Emergency Farm Labor Leaflet No. 4; Spanish translation No. 4M; German translation No. 4G.
Florida - Tying Staked Tomatoes. Poster.
Indiana - An Easy Way to Peel Canning Tomatoes. Misc. Pub. 23.
Making Movements Count in Picking Tomatoes. Leaflet 258.

TOMATOES (Continued)

New York - Suggestions on How to Pick Tomatoes. Ext. Bul. 655.

Ohio - Suggestions for Tomato Pickers. (1 sheet in color.)
Spanish and German translations. Unnumbered pub.

Utah - Suggestions to Tomato Pickers. Cards in English with
Spanish and German translations on back. Unnumbered
pub.

Job break-downs: One-sheet break-downs of many farm jobs listing the essential steps and key points have been printed or mimeographed by many States. These compose a developing library of reference material for use by farmers, work leaders, and extension personnel.

Employer-Employee Relationships

Samples of material for use by farmers,
foremen, work leaders, and
supervisors

Training and Effective Use of Unskilled Labor. Pa. - Division of Agricultural Extension.

Training Employees for Farm work. - N. Y. Ext. Bul. 646.

Are You a Good Boss? N. Y. Ext. Bul. 666.

You're the Boss. N. J. Ext. Serv.

Training Inexperienced Farm Workers. Iowa reprint from Farm Economist

Keeping Fit for Farm Work. Ind. Ext. Bul. 299.

Converting Boy Power Into Man Power. Mass. Spec. Cir. No. 112.

"Boss" or "Teacher" of Unskilled or Youth Labor. Pa. Ext. Serv.

Some Suggestions for Using Inexperienced-Farm Help. Colo. Ext. Serv.

Making the Most of the New Farm Worker. Iowa Ext. Serv.

Helpful Ideas From Experiences of Employers of Nonfarm Youth. Nebr. Ext. Serv.

Farm Labor - How To Get It and Keep It. Utah Ext. Serv. N. S. 129.

You Can Help. S. C. Cir. 270.

Living and Working on a Farm. Ill. Unnumbered pub.

Mr. Farmer . . . Can You Use This Boy? Ill. Ext. Serv. Cir. 571.

Here's Your Boy . . . Mister Farmer. Minn. Agr. Ext. Serv.

Here's Your Girl . . . Mr. and Mrs. Farmer. Minn. Agr. Ext. Serv.

Here's the Farmer You're Going To Work With. Minn. Agr. Ext. Serv.

Farmers . . . Here Are Your Boys. Mass. Spec. Cir. 112.

Mister Ambassador. (Pointers to help the farmer employing workers from Jamaica.) N. J. Ext. Serv.

Jamaica - Home of Our "Working Visitors" - N. J. Ext. Serv.

Trabajadores - Los Damos La Bienvenida A Colorado. (A welcome to Colorado and a description of the sugar beet industry for Mexican Nationals.) Colo. Ext. Serv.

So . . . You Are Going To . . . Work on a Farm. Tips to the new worker. Ohio Ext. Serv.

Working on a Farm. Suggostions for urban young people. Pa. Ext. Serv.

Are You Using Inexpericned Help on Your Farm? Ind. Ext. Serv.

A Friendly Word to Fathers and Mothers of Sons and Daughters on the Farm Front. Nbr. Ext. Serv.

Job Description:- Harvesting Canning Beets and Carrots. Oreg. Ext. Serv.

Picking the Canning Crop (resume of grades; ten commandments for growers; a guide for training new pickers). Calif. Ext. Serv. - Davis.

Harvest Suggestions To Tomato Growers. Utah Ext. Serv.

Manual of Instruction - Training New Workers to Space and Thin Sugar Beets. Mont. Ext. Serv.

Training Guides

For use in developing training programs. Issued through the Extension Service, Farm Labor Program, U.S.D.A., Washington, D. C.

Farm Job Instruction Training. Ext. Serv. Cir. 405.

An article on the importance of giving a new worker the right start, and the steps to follow in giving instruction on a farm job.

Job Instruction Training (Summary of the 2-hour appreciation session).

Ext. Serv. Mimeog. 766 (5-45). A manual prepared for those who have participated in a 10-hour course and who wish to explain correct instruction to others.

How To Improve Job Instruction. Ext. Farm Labor Cir. 28.

A work sheet for use in job instruction training.

How To Improve Job Methods. Ext. Farm Labor Cir. 22.

A work sheet for use in job methods training.

How To Improve Job Relations. Ext. Serv. Farm Labor Cir. 27.

A work sheet for use in job relations training.

Assistance Given by the Federal Extension Staff to the States in Conducting Job Training Courses. Ext. Serv. Mimeog. 83-45.

A review of the activities and a discussion of their application to Extension work.

We Study Our Job (JIT--JMT--JRT). Reprint, Extension Service Review, May 1945.

An explanation of the job training courses and uses that may be made of them.

Your Job as a Work Leader. Ext. Farm Labor Program.

An explanation of the job of supervision and training.

Learning About Farm Jobs From Pictures. Ext. Serv. Mimeog. 193-44.

A pamphlet to show how pictures may be used in job instruction, the effectiveness of stressing key points, and the importance of fitting pictures to the needs.

Subject-Matter Specialists Help Train Inexperienced Farm Labor. Ext. Serv. Mimeog. 826 (5-45).

A discussion of the opportunity that subject-matter specialists have to help county workers with job instruction, including a description of a job break-down on thinning beets.

Demonstrations - A Teaching Tool. Ext. Serv. Mimeog. 265-44.

A description of the method demonstration - how to prepare for one, put it on, follow up, and test its effectiveness.

Labor Management Round Table. Ext. Serv. Mimeog. 178 (2-45).

Outline of a 1-day management round table held in Ionia, Mich.,
January 1945.

Annual Report on Training, Farm Labor Project, California. Ext. Serv.
Mimeog. 535 (3-45).

An outline of the program in California, an evaluation of the
activities, a summary of results, and comments on experiences.

Labor Saving on Southwestern Cotton Farms. Ext. Serv. Mimeog. 1527-43.

A description of a method used to study and improve the work of
cotton pickers in the Mesilla Valley, N. Mex.

